



# INFLUENCE OF OVERLOADED SCHOOL EVENTS ON STUDENTS' WELL-BEING

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## ABSTRACT

This study investigates the impact of overloaded school events on the overall well-being of students, focusing on physical, mental, and emotional aspects. With schools offering a myriad of extracurricular activities, clubs, and events, concerns arise about their potential effects on students' health and academic performance. Using a descriptive research method, 51 students from the College of Education at Nueva Ecija University of Science and Technology were surveyed during the 2nd Semester of the 2023-2024 school year. The study found that overloaded school events negatively affect students' physical health by causing exhaustion, disrupted sleep patterns, and increased stress. Mentally, students reported feelings of stress, frustration, and decreased confidence, impacting their academic focus and motivation. Emotionally, students experienced increased stress, emotional tension, and challenges in maintaining emotional resilience. Academically, students faced difficulties in focusing, missed lessons leading to educational gaps, and challenges in completing assignments and exams. The study highlights the need for schools to create a balanced learning environment that prioritizes students' well-being alongside academic achievement. Recommendations include revising school event calendars, implementing stress reduction programs, promoting self-care and balance, and fostering collaboration among stakeholders to address these issues effectively. Continuous evaluation of interventions is crucial to ensuring positive outcomes for students' well-being and academic success.

**Subject Areas:** Higher Education, Sociology

**KEYWORDS:** overloaded school events, students' well-being

## 1. INTRODUCTION

Schools strive to provide a well-rounded educational experience, often extending beyond academics with extracurricular activities, clubs, and special events. While these enrichments offer valuable opportunities for learning and development, concerns arise regarding their potential impact on students' well-being. According to Lombardi et.al. (2019), the effect of school climate on engagement is mediated by well-being experience. It has been established that school climate has a significant role in enhancing student participation in extracurricular activities, but its impact only becomes noticeable when it has the potential to change students' overall experiences with wellbeing.

This study aims to assess the influence of overloaded school events on students' overall well-being particularly on physical, mental and emotional aspects. An overscheduling issue may result from increased demands outside of primary academic studies. Students may experience stress, anxiety, and tiredness as a result of balancing their studies, extracurricular activities, social obligations, and personal downtime. The present study investigates the possible adverse effects of excessive school events, focusing on how they could impact the physical, emotional, and mental health of kids. The results can help parents, teachers, and administrators create a more balanced learning environment that supports students' health as well as their academic performance.

### 1.1 Purpose of the study

The purpose of this study to determine the influence of excessive school extracurricular activities and events on the overall well-being of students. Specifically, this study answered the specific questions below:

#### 1.2 Research questions

- 1) How may the profile of the students be described in terms of:

- a) gender;
  - b) age; and
  - b) year level?
- 2) What are the effects of overloaded school activities and events on
    - a) Physical;
    - b) Mental; and
    - c) Emotional well-being of the students?
  - 3) What are the effects of overloaded school activities and events on academic performance of the students?

## 2. METHODOLOGY

The study used descriptive research method. According to Calderon (2012), descriptive method or statistical research describes data and characteristics about a population or phenomenon being studied. This study used purposive sampling technique to constitute 51 students enrolled at the College of Education, Nueva Ecija University of Science and Technology for the 2<sup>nd</sup> Semester of School Year 2023-2024.

To gather information, the researcher formulated the survey questionnaire. To establish the validity of the survey questionnaire, the researcher consulted three experts to evaluate the content. Afterwards, a pilot testing was conducted to ensure the reliability of the questionnaires, resulting to a Cronbach alpha of 0.85 indicating the instrument appropriate for administration. The research questionnaire was distributed and administered via online survey system (Google Forms).

To statistically analyze the data, the researchers utilized the Frequency Count, Percentage and Weighted Mean. To measure the respondents' views or attitudes toward the questions in the questionnaires, Likert Scale was used.



### 3. RESULTS AND DISCUSSION

**Table 1. Gender of the respondents**

GENDER	FREQUENCY	PERCENTAGE (%)
Male	8	15.69
Female	43	84.31
Total	51	100

Table 1 shows the distribution of the respondents based on gender, with a total sample size of 51 respondents. There are 8 males in the sample, constituting approximately 15.69% while there are 43 females comprising approximately 84.31% of the total.

From this data, it is evident that females are more represented in the sample compared to males, with a significant majority of respondents being female.

**Table 2. Age of the respondents**

AGE	FREQUENCY	PERCENTAGE (%)
18	7	13.73
19	15	29.41
20	15	29.41
21	9	17.65
22	5	9.80
Total	51	100

Table 2 represents the distribution of the respondents based on their ages, with a total sample size of 51 respondents. There are 7 students aged 18, constituting approximately 13.73% of the total, 15 students aged 19 and 20, comprising approximately 29.41%, 9 students aged 21, making up approximately 17.65%. and 5

students aged 22 in the sample, constituting approximately 9.80% of the total. The largest groups are students aged 19 and 20, followed by those aged 21 and 18 respectively. The smallest group consists of individuals aged 22.

**Table 3. Year level of the respondents**

YEAR LEVEL	FREQUENCY	PERCENTAGE (%)
1 <sup>st</sup> year	15	29.41
2 <sup>nd</sup> year	7	13.73
3 <sup>rd</sup> year	29	56.86
Total	51	100

Table 3 represents the distribution of the respondents based on their year levels in school, with a total sample size of 51 respondents. There are 15 students in first year level, constituting approximately 29.41% of the total. While 7 students in their second year, comprising approximately 13.73%, and 29 students

in their third year, making up approximately 56.86% of the total. The majority of respondents are in their third year, followed by those in their first year. The smallest group consists of students in their second year.

**Table 4. Influence on Physical well-being**

No.	Item	Weighted Average	Description
1	Frequent disruptions in classes due to overloaded school events lead me to experience physical exhaustion or fatigue.	3.04	Agree
2	The irregular class schedules caused by school events affect my ability to maintain a consistent sleep pattern.	2.92	Agree
3	Disruptions in classes due to school events result in increased stress, anxiety, and reduced free time for relaxation and self-care which affects my physical health.	2.94	Agree
4	Disruptions in classes make it difficult for me to maintain a healthy lifestyle, such as regular exercise and nutrition.	2.78	Agree
5	I often experience physical discomfort or health issues as a result of frequent class disruptions for school events.	2.75	Agree

**Legend: 4.00-3.26 – Strongly Agree; 3.25–2.51- Agree; 2.50-1.76- Disagree; 1.75-1.00 – Strongly Disagree**

For table 4, the weighted averages suggest that the respondents generally agree with the statements, indicating that overloaded school events have a noticeable impact on their physical well-being, including exhaustion, disrupted sleep patterns, increased stress, difficulty maintaining a healthy lifestyle, and physical discomfort or health issues. Previous research found an association between stress and physical health (Peer, Hillman, Van Hoet 2015). The higher perceived stress a student had, the worse their physical health seemed to be (Koch, A., 2018).

Overloaded school events and disruption of classes can lead to higher levels of stress among students. When students are faced with a barrage of school activities, such as exams, projects, extracurricular commitments, and events, they may feel overwhelmed and anxious about meeting deadlines and managing their responsibilities effectively. Similarly, disruptions to classes, such as unexpected cancellations, changes in schedules, or transitions to online learning, can add to the uncertainty and stress experienced by students. The heightened stress experienced by



students due to overloaded school events and disrupted classes can have adverse effects on their physical health. Chronic stress has been linked to a variety of physical health problems, including headaches, fatigue, muscle tension, gastrointestinal issues,

weakened immune function, and sleep disturbances. Additionally, prolonged exposure to stress can increase the risk of developing more serious health conditions over time.

**Table 5. Influence on Mental well-being**

No.	Item	Weighted Average	Description
1	Frequent disruptions in classes due to overloaded school events cause me stress and anxiety.	2.76	Agree
2	Disruptions in classes lead to feelings of frustration and overwhelm, impacting my mental health.	2.90	Agree
3	Lack of continuity in learning due to frequent class disruptions affects my confidence and motivation.	2.92	Agree
4	Disruptions in classes make it challenging for me to maintain a positive mindset and mental resilience.	2.96	Agree
5	I develop negative attitudes towards school or specific activities as I perceive disruptions as interfering with my academic progress or personal interests.	2.67	Agree

**Legend: 4.00-3.26 – Strongly Agree; 3.25–2.51- Agree; 2.50-1.76- Disagree; 1.75-1.00 – Strongly Disagree**

Table 5 shows that the respondents generally agree that overloaded school events have a significant psychological impact, including stress, anxiety, frustration, reduced confidence and motivation, challenges in maintaining a positive mindset, and development of negative attitudes towards school or activities. Studies have shown sympathetic nervous system activation due to stressors in people's lives (Conley & Lehman, 2012). Mental Health has also been shown to decrease when stress is overwhelming in the lives of college students (Murff, 2005). Mental health is affected heavily by stress, and stress has shown the ability to prevent students from being successful in their respective educational goals (Murff, 2005). For example, poor mental health is associated with poor academic performance

(Murff, 2005). When school events and activities become overloaded, they can significantly impact students' mental health by increasing stress levels. This heightened stress can, in turn, hinder students' ability to succeed in their academic pursuits. As students juggle numerous commitments and responsibilities, their mental well-being becomes increasingly compromised, making it difficult for them to focus, retain information, and perform at their best. Therefore, it is essential for schools to prioritize students' mental health by ensuring that the schedule of events and activities is manageable and supportive of their overall well-being. By reducing stressors associated with overloaded schedules, schools can better facilitate students' success in achieving their educational goals.

**Table 6. Influence on Emotional well-being**

No.	Item	Weighted Average	Description
1	Frequent disruptions in classes due to overloaded school events lead me to experience to emotional stress and tension.	2.75	Agree
2	Disruptions in classes cause feelings of frustration, irritability, or mood swings, impacting my emotional health.	2.86	Agree
3	Lack of continuity in learning due to frequent class disruptions affects my self-esteem and emotional stability.	2.90	Agree
4	Disruptions in classes make it challenging for me to maintain emotional resilience and well-being.	2.98	Agree
5	I often experience emotional distress or a fear of falling behind as a result of frequent class disruptions for school events.	3.04	Agree

**Legend: 4.00-3.26 – Strongly Agree; 3.25–2.51- Agree; 2.50-1.76- Disagree; 1.75-1.00 – Strongly Disagree**

Table 6 shows that the respondents generally agree that overloaded school events have a significant emotional impact, including emotional stress, frustration, irritability, mood swings, challenges in maintaining emotional resilience and well-being, and emotional distress or fear of falling behind. Regulating emotional experiences in the classroom to achieve one's goals is likely important for learning (Boekaerts, 2011). This may involve decreasing negative emotions which impede learning but also increasing positive emotions to enhance learning (Martin & Ochsner, 2016). Indeed, negative emotions such as anxiety, anger, and shame can negatively impact academic performance, and positive emotions such as enjoyment and pride can positively impact performance (Forsblom et al., 2022; Pekrun et al., 2017).

Navigating the demands of school work often adds to the emotional experiences students face in the classroom. Regulating emotional experiences to achieve academic goals becomes crucial amidst the overwhelming workload students encounter. Managing emotions can significantly influence learning outcomes. This involves not only reducing negative emotions like anxiety, anger, and shame, which can hinder academic performance, but also fostering positive emotions such as enjoyment and pride to boost performance. Balancing these emotional states is essential for students to effectively handle the challenges of overloaded schoolwork while maintaining their academic performance.

**Table 7. Influence on Academic Performance**

No.	Item	Weighted Average	Description
1	The inconsistency of class schedules due to school events makes it difficult for me to focus and concentrate on my studies.	3.16	Agree
2	Disruptions in classes lead to missed lessons and educational gaps, affecting my understanding of the subject matter.	3.27	Strongly agree
3	Lack of continuity in learning due to frequent class disruptions impacts my grades and academic achievements.	2.98	Agree
4	Disruptions in classes make it challenging for me to complete assignments and prepare for exams effectively.	3.16	Agree
5	I have sought support or tutoring to address academic concerns related to class disruptions.	2.80	Agree
6	The irregular class schedules due to school events make it challenging for me to maintain consistent study habits.	2.96	Agree
7	I perform poorly on assessments or exams due to gaps in my learning caused by missed or interrupted classes.	3.06	Agree
8	I find it difficult to catch up on missed class material when classes are disrupted for school events.	3.10	Agree
9	I find it hard to finish all my pending school works due to time constraint.	3.37	Strongly agree
10	Interruptions can break the flow of learning, making it challenging for me to fully comprehend complex topics or follow the sequence of lessons.	3.27	Strongly agree

**Legend: 4.00-3.26 – Strongly Agree; 3.25–2.51- Agree; 2.50-1.76- Disagree; 1.75-1.00 – Strongly Disagree**

Table 7 shows that the respondents generally agree that overloaded school events have a significant impact on students' academic performance, including difficulties in focusing, missed lessons leading to educational gaps, impacts on grades and academic achievements, challenges in completing assignments and preparing for exams, seeking academic support, maintaining consistent study habits, catching up on missed material, and understanding complex topics due to interruptions. When students are continually bombarded with information and academic tasks by their teachers, the law of diminishing returns gradually set in (Eduwem, J. D., & Ezeonwumelu, V. U., 2020). Academic burnout, loss of motivation and attention related problems are some of the possible downside of exposing the learners to enormous academic tasks; beyond what they can realistically surmount (Yang HJ, 2014, Ogunmakin AO & Akomolate MJ., 2013). Overloaded school events and disruption of classes often result in an influx of academic tasks, such as assignments, projects, exams, and extracurricular commitments. When students are bombarded with excessive academic demands, they may feel overwhelmed and stretched beyond their capacity to manage effectively. This can lead to feelings of academic burnout, characterized by exhaustion, cynicism, and a reduced sense of accomplishment. Exposure to an excessive workload can also contribute to a loss of motivation among students. When students perceive academic tasks as unmanageable or unrealistic, they may become disengaged and demotivated to invest effort in their studies. This loss of motivation can manifest as procrastination, disinterest in learning, and a decline in academic performance.

#### 4. CONCLUSION AND RECOMMENDATIONS

Schools can take proactive steps to mitigate the negative effects of overloaded school events on students' well-being and create a supportive and nurturing learning environment.

1. One approach is to carefully review and potentially modify the school event calendar to ensure a more balanced distribution of events throughout the academic year. This could involve spacing out events more evenly, reducing the frequency of events during particularly stressful periods, such as exam weeks, or eliminating fewer essential events to prioritize students' well-being. Schools should take proactive measures to foster a caring and supportive learning environment and lessen the detrimental effects that excessive school events have on

students' wellbeing. To guarantee a more evenly distributed schedule of events throughout the academic year, one strategy is to thoroughly examine and possibly alter the school event calendar. To promote students' well-being, this could entail spreading out activities more evenly, minimizing the number of events during very stressful times (like test weeks), or removing fewer necessary events.

2. Programs for stress reduction that give students coping skills and resilience-building training can be implemented in schools. Time management seminars, mindfulness practices, relaxation exercises, and counseling services are a few examples of these programs. Schools can lessen the detrimental effects of hectic schedules by giving students the tools they need to manage stress.
3. In order to promote a society that values self-care and balance, schools are essential. Educators and administrators have the power to start conversations on mental health and wellbeing, to foster honest dialogue about the experiences and worries of their students, and to provide a good example for healthy behavior. Furthermore, teaching students about self-care techniques through extracurricular activities or the school curriculum might help them develop lasting self-care habits.
4. In order to create and carry out successful interventions, stakeholders, including educators, parents, students, and mental health professionals, must collaborate. Schools can make sure that interventions are designed to fit the unique requirements of their student body and are supported by the larger school community by including all pertinent parties in the decision-making process.

It is crucial to continuously evaluate the effectiveness of interventions in addressing the negative effects of overloaded school events on students' well-being.

5. Schools can collect feedback from students, teachers, and parents, monitor changes in well-being indicators over time, and make adjustments to interventions as needed. This iterative process allows schools to refine their approach and maximize positive outcomes for students.

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